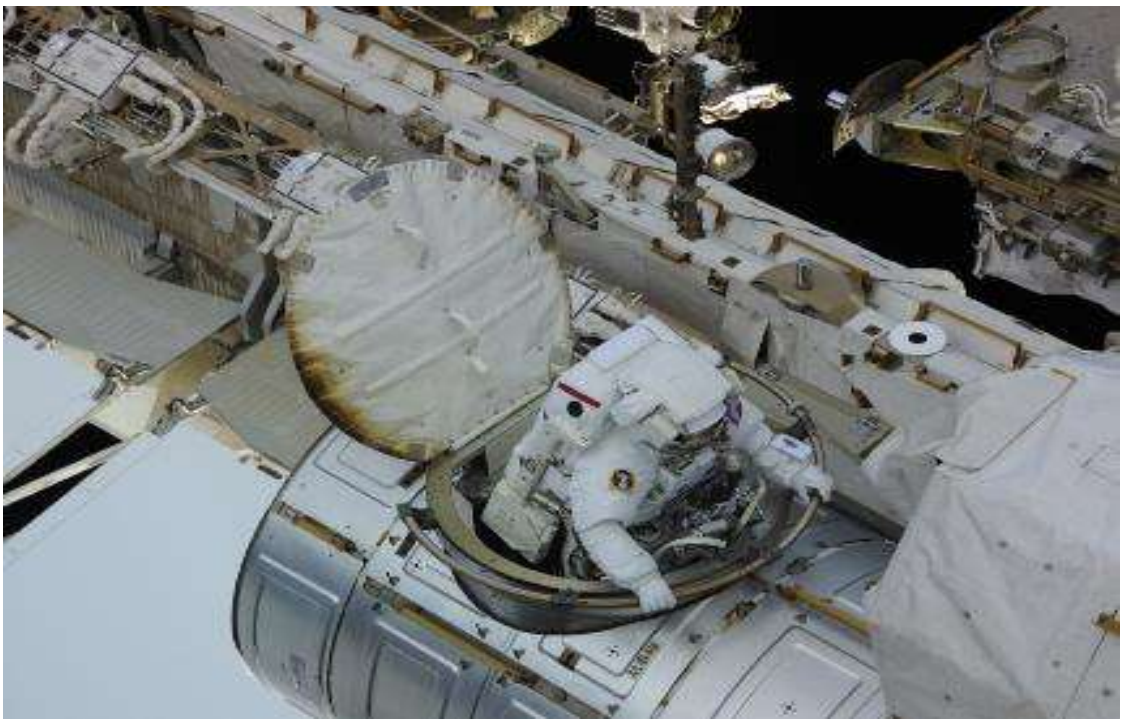
National Aeronautics and Space Administration



White House Initiative on Asian Americans

And Pacific Islanders

Action Plan

Fiscal Years 2011 – 12

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Introduction

As guided by Executive Order 13515 of October 14, 2009, Federal agencies are mandated to improve the well-being of Asian Americans and Pacific Islanders (AAPIs). The Executive Order directs Agencies to enhance the delivery of services to AAPI communities through individual programs with the development of Agency action plans. NASA's AAPI action plan for FY 2011-12 follows.

Purpose

The Executive Order requires Agencies to identify high-priority action items for which measurable progress may be achieved within two years. As NASA's current High Performance Program Goals (HPPGs) do not lend themselves to analysis based on demographic or community impacts (see Executive Summary), the Agency's AAPI action plan will focus on other Agency programs that relate to AAPI populations and for which measurable progress may be achieved. These include NASA's:

- Model EEO Agency Plan Development and Implementation.
- Grant Recipient Civil Rights Compliance Program.
- Education Programs.
- Small Business Programs.

Executive Summary

NASA's current High Priority Performance Goals (HPPGs) include the following:

- Aeronautics Research: Increase efficiency and throughput of aircraft operations during arrival phase of flight.
- Earth Science: Make significant progress towards completion of the integration, test, launch, validation and initiation of early orbit operations of the Aquarius, Glory and NPOESS Preparatory Project (NPP) missions prior to the end of Fiscal Year 2011.
- Energy Management: Ensure a sustainable infrastructure by reducing Agency energy intensity use.
- Space Operations: Safely fly out the Space Shuttle manifest and retire the fleet.
- International Space Station (ISS): Establish an independent organization to enhance the utilization of the ISS as a national laboratory.

As these HPPGs do not lend themselves to analysis based on demographic or community impacts, NASA cannot address the Agency's mission and HPPGs that most heavily impact the AAPI community, as requested. The Agency can, however, address the other three areas requested to be addressed during the most recent quarter of operation. These include the status of the Agency's other programs, as they relate to the AAPI community; the status of projects and initiatives that are designed to serve the AAPI community; and, the Agency's AAPI employment profile.

Status of the Agency's Other Programs, as They Relate to the AAPI Community

Model EEO Agency Plan

As part of its FY 08-10 Model EEO Agency Plan development and implementation, required pursuant to the U.S. Equal Employment Opportunity Commission's (EEOC's) Management Directive (MD) 715, NASA conducts ongoing comparisons of its workforce with relevant civilian labor force (RCLF) data. As of July 31, 2010, the comparisons continue to indicate a lower than expected representation of AAPIs in NASA's major occupational category, Aerospace Technology (AST) engineers and scientists. For example, AAPIs comprise 8.0 percent of NASA's 10,088 AST engineers, compared to their RCLF benchmark of 9.8 percent. Similarly, AAPIs comprise 8.0 percent of NASA's 921 AST physical science positions, compared to their RCLF benchmark of 18.1 percent.

Despite making up 8.0 percent of the NASA AST engineering workforce, AAPIs comprise 5.9 percent of the AST supervisory workforce. AAPI males comprise 5.1 percent of all NASA senior level (SES, SL, and ST) AST engineering positions, including 3.9 percent of the SES AST engineering positions, in comparison to their RCLF benchmark of 8.5 percent.

Further analysis of NASA career development data indicates potential disparities in high-level developmental programs (e.g., the SES Candidate Development Program (SESCDP) through FY 08, and the NASA Fellowship Program in FY 09).[1] An examination of historical data for NASA's SESCDP data from 1993 through 2006 indicated a low rate of AAPIs who had been appointed to SES following completion of the program, even among those who were certified for the SES. The 2008 SESCDP class included no AAPI females out of 23 NASA participants. In addition, no AAPI female (or any other minority female) nominations were received for the FY 09-10 NASA Fellowship Program, out of 38 nominations forwarded by the Centers.

NASA also examined July 2010 data regarding time-in-grade of employees in career ladder positions. The data show that AAPIs, as a group, have the highest percentage of their employees in grade in excess of the minimum time required for promotion, relative to those eligible for career ladder promotions. That is, 36.5 percent of AAPIs eligible for career ladder promotions have been in grade in excess of the

[1] Because the SESCDP is a two year program, with the current class graduating at the end of FY 10 and the FY 10 NASA Fellowship Program participants have not yet been selected, FY 10 data are not yet available for these programs.

minimum time required, compared to 27.9 percent of White employees, the group with the second highest time in grade in excess of the minimum required.

In June FY 10, NASA examined the demographics of one of its key entry-level programs, the Student Career Experience Program (SCEP) (also known as the Co-operative Education or Co-op Program). One of the key findings of this analysis was the under-participation of AAPIs in the Program. From the beginning of FY 06 through May 2010, 44 of 578 SCEP science and engineering students participating in the program were AAPIs (7.6 percent), and 19 of 328 SCEP science and engineering students converted (hired) by NASA were AAPIs (5.8 percent). As a comparator, 15.6 percent of science and engineering degrees earned in FY 07 by U.S. citizens were AAPI students.

In its Model EEO Agency Plan, NASA has developed and is implementing several actions designed to eliminate the underrepresentation of AAPIs in its workforce and developmental programs. These activities are described in detail in Goal 1, below.

One method NASA uses to monitor and measure the status of AAPI in its workforce is through quarterly reports to senior level officials at monthly Baseline Performance Reviews (BPR). The BPR is the Agency's forum for performance management of its programs/projects and mission support functions and is results oriented. It serves as NASA's senior management monthly review of performance integrating vertical and horizontal Agency-wide communication of performance metrics, analysis and independent assessment. It encompasses all mission activities including, spaceflight operations, exploration systems, aeronautics and science. Data in these briefings are reported by NASA Center, by grade level, and for major NASA occupations. In the June 2010 BPR briefing, senior officials were provided data regarding the low participation of AAPI in the SCEP program.

Civil Rights Compliance Program

NASA conducts a program of civil rights compliance reviews of recipients of NASA financial assistance, including university and college science, technology, engineering, and mathematics (STEM) programs, science centers, museums, and research institutes, among others. NASA's regulations under Title VI of the Civil Rights Act of 1964 prohibit discrimination based on race, color, or national origin (including limited English proficiency, or LEP) by grant recipients against program beneficiaries, for example museum patrons. These grant recipient institutions are spread across the country, some of them in areas serving high AAPI populations such as Northern California and the Maryland and Virginia suburbs of Washington, D.C.

During the most recent quarter of operations, third quarter FY 2010, NASA continued to work with a grant recipient institution, the Exploratorium Museum (the Museum) in San Francisco, California, to bring the Museum into voluntary compliance with Title VI and LEP requirements. NASA conducted a compliance review on the Museum in FY 09 and determined that the Museum was not in compliance with requirements to ensure meaningful access to LEP program participants, many of whom are AAPIs as the area in which the Museum is located serves a high proportion of AAPIs. In its August 2009,

compliance letter, NASA found the Museum out of compliance and required it, among other things, to prepare and issue a Language Assistance Plan (LAP). NASA required that the LAP be based on a thorough analysis consistent with the NASA Title VI LEP Policy Guidance to determine the number, proportion and frequency of contact of LEP individuals served by the Museum (including AAPIs), as well as the nature and importance of programs and services based on an exhibit-by-exhibit assessment, and finally the resources, costs and ways to take reasonable steps to ensure meaningful access for LEP individuals.

Status of Projects and Initiatives Designed to Serve the AAPI Community

AAPI Special Emphasis Program

The NASA Special Emphasis Program (SEP) for Asian Americans and Pacific Islanders (AAPI) is managed at the Agency level by the Office of Diversity and Equal Opportunity (ODEO). SEPs, including the AAPI SEP, are designed to assist the Agency through such efforts as targeted recruitment, outreach and community partnership building, and the formation and functioning of employee groups. Each of the NASA Centers coordinates with the Agency ODEO in the management of their AAPI SEP.

Recent accomplishments include the implementation of formal mentoring programs. For example, at the NASA Dryden Flight Research Center (Dryden), Edwards, California, 5 of the 37 mentoring program participants are members of the Asian American/Pacific Islander (AAPI) community Three of the 5 are serving as mentors (1 male, 2 females), while 2 others are participating as mentees (1 male, 1 female). In addition, out of 24 new hires at Dryden during FY 10, five are members of the AAPI community (2 females and 3 males).

Other NASA Centers have formalized AAPI Advisory Groups. For instance, at the Glenn Research Center, Cleveland, Ohio, the AAPI Advisory Group holds Brown Bag Luncheons to give an opportunity to bring its community's concerns to the attention of the Deputy Center Director and other senior management team members. Furthermore, in March 2010, two managers at the Glenn Research Center won top honors at the Asian American Engineers of the Year Conference during the 2010 National Engineers Week festivities. The Chinese Institute of Engineers (CIE) USA selected Ms. Anita Liang, Deputy Director of the Facilities and Test Directorate at Glenn, as Asian American Executive of the Year; and, Mr. Peter Tschen, chief of the Manufacturing, Engineering and Processes Branch, as Asian American Engineer of the Year, for their significant contributions in academia, and for their personal achievements. (See http://www.nasa.gov/centers/glenn/pdf/433120main_march10layout_lr.pdf)

The NASA Goddard Space Flight Center (Goddard), Greenbelt, Maryland, has had a very active Asian Pacific American Advisory Committee (APAAC) since the early 1990s, chartered to serve as the focal point for the concerns of AAPI employees at the Center through personal contact with the Center Director, the Deputy Center Director, and other senior Center officials. At Goddard, APAAC meets at least annually with the Center Director and individual members of senior management to discuss issues, as well as assess progress towards solutions. APAAC also holds monthly meetings to identify and

discuss issues/concerns affecting AAPI employees, and works with organizations across the Center to develop recommendations to address concerns. For example, APAAC members recently implemented a survey to identify concerns and opportunities for improvement, and subsequently met with the senior management in each organization of the Center to discuss issues raised and potential solutions. APAAC also assists the Center's Office of Human Capital Management (OHCM) with outreach and recruitment activities. During FY 2010, APAAC collaborated with the OHCM Recruitment Manager to identify institutions with large populations of AAPI students for recruitment purposes.

Goddard also implemented a One-on-One Mentoring Program for its employees, which included members of the AAPI community. This program provides opportunities for all participating employees to develop relationships with senior managers/leaders, and establish a network of support at the Center. Mentors include Center Senior Executives, the Diversity Manager, the Special Emphasis Program Managers, and affinity group Co-Chairs, including those representing the AAPI employee community. Specifically, APAAC actively assists with Center-wide initiatives that promote cultural awareness, such as writing one of the Case Studies that was used for the Center's Power & Privilege: Race workshops.

Regarding specific recruitment and hiring initiatives, Goddard implemented a "Hiring Blitz" in which 250 full-time vacancies for all skill categories were targeted to be filled by September 30, 2010. EEO staff and Advisory Committees participated in the recruitment and hiring activities. As of August 16, 2010, 146 candidates have been hired. It is noteworthy that 9.6 percent (14) of the new hires from this program are members of the AAPI community, while AAPIs represent 7.6 percent of the total Center workforce (245 out of 3333). Also, this year, 13.1 percent of the students in the Summer Internship Program were members of the AAPI community (61 out of 464 interns). This is critical, as this program serves as a pipeline into the Center's permanent workforce.

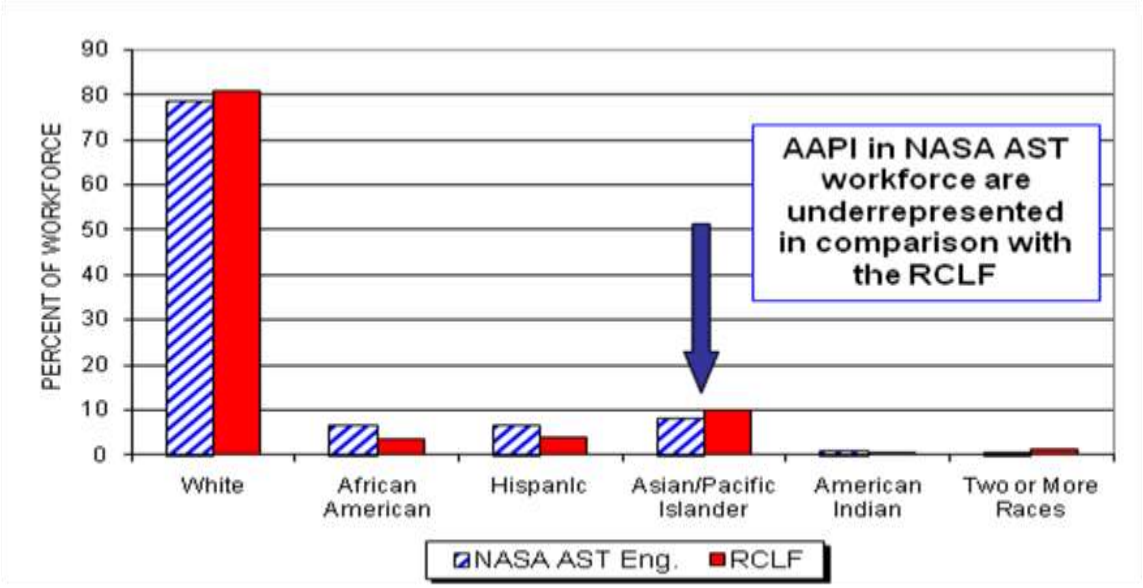
NASA's AAPI Employment Profile as of July 31, 2010

- 1,201 of NASA's 18,844 employees are AAPI.
- 924 of NASA's AAPIs are employed as scientists and engineers, NASA's largest occupational category.
- AAPIs comprise 919 of the 11,499 employees in the S&E workforce.
- AAPIs comprise 272 of the 3,020 GS 13 grade level employees at NASA; 247 of the 3,046 GS 14 grade level employees; 191 of the 2,848 GS 15 employees; and 22 of the 445 members of the NASASES corps. .
- 101 of NASA's 2,041 supervisors are AAPI

Charts 1 and 2 below provide comparisons of NASA's AAPI representation in the AST Engineering workforce with the relevant civilian labor force (RCLF).

Chart 1

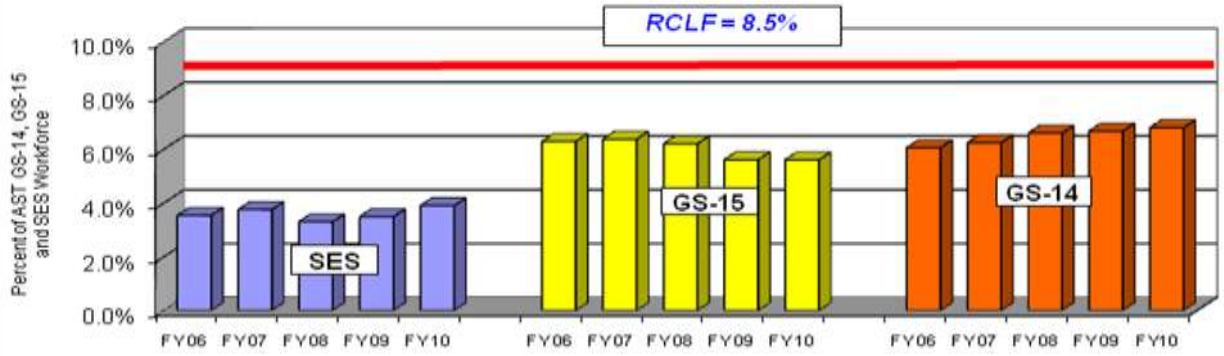
Comparison of AAPI in NASA's AST Engineering Workforce With the Relevant Civilian Labor Force (RCLF)



RCLF includes General (0801), Electrical (0855), Computer (0854), Electronic (0855), and Aerospace (0861) Engineers.

Chart 2

Representation of AAPI males in AST Engineering GS 14, GS 15 And SES positions at NASA compared with the RCLF



- Representation of Asian/PI Males in the NASA AST engineer workforce is below the RCLF in GS-14, GS-15 and SES positions.

- Representation of Asian/PI Males has declined, as a percentage of the NASA AST GS 15 Workforce since FY 06, but has increased at the GS 14 and SES levels.

Program Goals and Objectives

Pod for Progress I: Educational and Economic Opportunities

Support AAPI access to federal educational and economic opportunities; expand AAPI federal employment opportunities through retention, promotion, and recruitment efforts; and, ensure AAPI workers' rights are protected and upheld.

Goal 1: Increase AAPI Diversity/Representation in the NASA workforce.

Description: Executive Order 13515 specifically calls on agencies to "foster evidence-based research, data collection, and analysis on AAPI populations and subpopulations" to better understand and address the true disparities within the AAPI subgroups.

Based on ongoing workforce analysis, as described above, NASA found that it has not effectively developed its recruitment strategies, succession management pipelines, leadership development initiatives, or mentoring programs to fully include AAPIs. One result has been a lower than expected representation of AAPIs in aerospace technology (AST) positions, both in entry-level and higher grade levels. Therefore, Goal 1 is to increase the participation of AAPIs in the NASA workforce, both in entry-level and high level positions. This will be accomplished through the following objectives and strategic activities.

Objective 1.1: By the end of FY 12, NASA will identify and eliminate any barriers to AAPI participation in NASA Leadership Development Programs (LDP), and the NASA Foundation of Influence, Relationships, Success, and Teamwork (FIRST) Program such as exploring reasons for low participation of AAPIs, and improving communications regarding leadership development opportunities.

Strategic Activity	Timeframe	Driver/Contact Info	Performance Outcomes
1. Conduct demographic analyses of SESCDP classes of 2010 and 2012, to include current data reflecting demographics on selections, graduations, SES certifications, and SES appointments.	FY 2011 for Class of 2010 Analysis FY 2012 for Class of 2012 Analysis	Led by ODEO, in collaboration with OHCM Dr. Bonita Soley Bonita.soley-1@nasa.gov	a. Findings reported to the Agency's senior-level policy making panel regarding the SESCDP, the Executive Resources Board (ERB) in FY 2011. b. The ERB will take these findings into consideration when selecting the next SESCDP class (FY 2012).
2. Analyze FY 10 and FY 11 NASA Fellowship applications to determine whether any AAPI females applied at the Center level and/or were selected at the Agency level.	FY 2011 for FY 2010 Analysis FY 2012 for FY 2011 Analysis	Led by OHCM, in collaboration with ODEO and NASA Center HR Offices. Ms. Debbie Markham, deborah.markham-1@nasa.gov	Reasons for low participation of AAPI females will be explored and addressed, as appropriate by August 2011, and 2012, respectively.
3. Analyze FY 10 and FY 11 NASA FIRST, and the	FY 2011 for FY 2010	Led by OHCM, in collaboration with ODEO	Reasons for low participation of AAPIs will be explored and addressed, as appropriate by

NASA Mid Level Leadership Programs nominations and selections to assess the participation of AAPIs in the programs.	Analysis FY 2012 for FY 2011 Analysis	and NASA Center HR Offices. Ms. Debbie Markham, deborah.markham-1@nasa.gov	August 2011for 2010 class, and by 2012 for 2011 class.
4. Catalogue developmental lateral, rotational, or special, short-term assignment opportunities.	1st Qtr. FY 2011	Led by OHCM/Center HR Offices Ms. Debbie Markham, deborah.markham-1@nasa.gov	Increased knowledge of and participation by AAPI employees on full range of developmental assignments.
5. Create process that embeds inclusion into career development programs and processes.	1ST Qtr. FY 2011	Led by OHCM, in collaboration with ODEO and NASA Center HR Offices. Ms. Debbie Markham, deborah.markham-1@nasa.gov	a. Programs do not exclude AAPIs from participation. b. Procure a diverse cadre of vendors.

Total Population Served	Total AAPIs Served	Percent of Total and AAPIs Served	Funding
18,844 (total NASA)	1,201 (number of AAPI at NASA)	100 Percent	Approximately $1,520,000 for all Leadership Development Programs.

Objective 1.2: By the end of FY 12, NASA will undertake a review of its outreach, recruitment, and hiring strategies to identify and eliminate any barriers to AAPIs entering the NASA workforce, including examination of entry level pipelines such as the Co-op Program and term appointments.

Strategic Activity	Timeframe	Driver/Contact Info	Performance Outcomes
1. Examine recruitment strategies for Co-ops to ensure there are no barriers to AAPI participation in the Program.	FY 2011	Led by OHCM, in collaboration with ODEO and NASA Center HR Offices. Ms. Krystal Hall, krystal.m.hall@nasa.gov	Reasons, supported by accurate anecdotal information for low participation of AAPIs, with appropriate planned actions.
2. Develop communications plans targeted to highlight Co-op program opportunities for AAPI population.	1st Qtr. FY 2011	Led by OHCM, in collaboration with ODEO and NASA Center HR Offices. Ms. Krystal Hall, krystal.m.hall@nasa.gov	Increased inquiries/registrations/ selections for NASA Co-Op Programs by AAPI applicants.
3. Examine factors that impact Co-op conversions and whether there are barriers to AAPI Co-ops converting into career positions at NASA.	FY 2012	Led by OHCM, in collaboration with ODEO and NASA Center HR Offices. Ms. Krystal Hall, krystal.m.hall@nasa.gov	Reasons, supported by accurate anecdotal information for low conversion rates of AAPIs, with appropriate planned actions.

4. Partner with universities targeted with high populations of AAPI students to better educate them on available NASA Co-op programs.	1st Qtr. FY 2011	Led by OHCM, in collaboration with ODEO and NASA Center HR Offices. Ms. Krystal Hall, krystal.m.hall@nasa.gov	Increased inquiries/ registration/ selections for NASA Co-Op Programs by AAPI university students.
5. Partner with university veteran representatives to increase awareness of NASA Co-op programs to AAPI students.	1st Qtr. FY 2011	Led by OHCM, in collaboration with ODEO and NASA Center HR Offices. Ms. Krystal Hall, krystal.m.hall@nasa.gov	Increased inquiries/registrations/selections for NASA Co-Op Programs by AAPI applicants.

Total Population Served	Total AAPIs Served	Percent of Total and AAPIs Served	Funding
137,668,735 (total 2000 U.S. Civilian Labor Force (CLF))	5,160,524 (total AAPI in 2000 U.S. CLF)	Undetermined	No funding other than salaries for NASA Human Resource and EEO employees.

Objective 1.3: By the end of FY 2012, NASA will undertake a policy and practices review to examine promotions, awards, developmental assignments, formal and informal mentoring, and the mechanisms for disseminating information to AAPIs regarding these opportunities, to ensure AAPIs have the same opportunities for advancement as other NASA employees.

Strategic Activity	Timeframe	Driver/Contact Info	Performance Outcomes
1. Identify the formal and informal mechanisms used at NASA Centers to advertise/disseminate information regarding details, key job assignments, committees, panels, "acting" supervisory positions, and report to the Agency ODEO.	FY 2011	ODEO, OHCM, NASA Center EO Offices, in collaboration with Center HR Offices Richard Torres-Estrada Richard Torres-Estrada@nasa.gov	A report assessing the transparency and overall accessibility of informal mechanisms used at NASA Centers to advertise/disseminate information regarding details, key job assignments, committees, panels, "acting" supervisory positions, with recommendations.
2. Identify, through focus groups, surveys, or other mechanisms, the reasons why qualified employees do not apply for details and other developmental opportunities or jobs at the GS-14 and above level and report the results to ODEO.	FY 2011	ODEO, Center EO Offices, in collaboration with Center HR Offices Richard Torres-Estrada Richard Torres-Estrada@nasa.gov	A report containing the results of an assessment regarding the reasons why qualified employees do not apply for details and other developmental opportunities or jobs at the GS-14 and above level, with recommendations.
3. Identify how formal and informal mentoring takes place	FY 2011	ODEO, Center EO Offices, in collaboration with Center	A report containing the results of an assessment of formal and informal

at Centers and report respective practices to ODEO.		HR Offices Richard Torres-Estrada Richard Torres-Estrada@nasa.gov	mentoring practices at Centers.
4. Conduct a review of policies and practices on noncompetitive promotions, awards, and developmental programs.	FY 2011	ODEO, OHCM, Center EO and HR Offices Richard Torres-Estrada Richard Torres-Estrada@nasa.gov	A report to ODEO and OHCM containing the results of the review, with recommended collaborative efforts to clarify Agency policy and procedures, and issue new guidance, as appropriate.

Total Population Served	Total AAPIs Served	Percent of Total and AAPIs Served	Funding
18,844 (total NASA)	1,201 (number of AAPI at NASA)	100 Percent	No funding other than salaries for NASA Human Resource and EEO employees.

Goal 2: Increase the participation of AAPIs in NASA's education and research opportunities.

Description: The National Science Board's "Science and Engineering Indicators, 2010," reports that for all racial and ethnic groups except whites, the total number of bachelor's degrees, the number of Science and Engineering (S&E) bachelor's degrees, and the number of bachelor's degrees in most S&E fields has generally increased since 1995. Between 1995 and 2007, the proportion of S&E degrees awarded to AAPIs increased from 8 percent to 9 percent. The proportion of S&E degrees awarded to white students declined from 73 percent to 64 percent. While the proportion of S&E degrees awarded to African Americans and Hispanic students has increased from 7 percent and 6 percent, to 8 percent for each group. NASA seeks to become more reflective of the Nation's workforce, consistent with policy set forth in the Civil Service Reform of 1978. As the U.S. workforce has grown dramatically more diverse over the course of the past 30 years, NASA seeks to reflect this greater diversity. In addition, based on a host of research literature in the diversity and inclusion field that indicates heterogeneous work groups are more successful than homogenous ones, the Agency believes that a more demographically diverse workforce, as well as a more inclusive work environment, one that encourages diverse inputs in arriving at the best technical solutions, will serve the NASA mission and help the Agency to maintain its preeminence in the world economy. For these reasons NASA seeks to expand the diversity of its S&E workforce.

The data further indicates that the proportion of students planning S&E majors has become more diverse over time. The proportion of white students planning S&E majors has declined from 79 percent in 1993 to 68 percent in 2008. Conversely, the proportion of AAPI students has increased from 6 percent to 12 percent. Trend data also shows that AAPI students and those with degrees are more likely to choose

S&E fields than any other racial or ethnic group. Accordingly, AAPIs are a major source to develop for NASA and the Nation's S&E workforce.

On the K-12 level, two recent assessments place U.S. student achievement in mathematics and science in an international context: Trends in International Mathematics and Science Study (TIMSS) and the Program for International Student Assessment (PISA). Average scores for 4th and 8th graders on TIMSS place the U.S. around the middle of a group of selected nations in mathematics. U.S. scores for secondary school students on PISA were generally near the bottom of the group of selected nations. These assessments clearly indicate that the U.S. must address the educational achievements of all races and ethnicities at the earliest levels of education if we are to improve our international standing.

Objective 2.1: By the end of FY 2011, NASA will complete the pilot of the new One Stop Shopping Initiative (OSSI), which is designed to increase the diversity of students, institution types and number of students that participate in NASA's internship and fellowship projects.

Strategic Activity	Timeframe	Driver/Contact Info	Performance Outcomes
1. Employ Broker/ Facilitators to conduct student recruitment; increase awareness of opportunities; and provide technical assistance to applicants.	FY 2011	Office of Education working with Center Points of Contact and Broker/ Facilitators. Dr. Mabel Matthews Mabel.j.matthews@nasa.gov	Collect demographic data and complete an analysis of AAPI student participation, including home institution and academic major.
2. Plan and conduct Education Stakeholders' Summit to increase awareness of the roles, responsibilities and features of the OSSI.	FY 2011	Office of Education working with Center Points of Contact and Broker/ Facilitators. Dr. Mabel Matthews Mabel.j.matthews@nasa.gov	A clear understanding of the benefits available from the use of OSSI in the planning and execution of future actions to attract students to STEM careers.
3. Train Center staff including Program Managers and scientists and engineers on how to use OSSI and its benefits.	FY 2011	Office of Education working with Center Points of Contact and Broker/ Facilitators. Dr. Mabel Matthews Mabel.j.matthews@nasa.gov	A clear understanding of the roles, responsibilities, and benefits of the OSSI.

Total Population Served	Total AAPIs Served	Percent of Total and AAPIs Served	Funding
Approximately 2,000 students	New Office of Education Performance Measurement (OEPM) system will allow us to document the number of AAPIs served by September 15, 2011. Demographic data will be aggregated by race and ethnicity, including Asian Americans and Pacific Islanders.	To Be Determined	$2.9 million

Objective 2.2: By the end of FY 2011, NASA will complete the initial year of the Minority Innovation Challenges Institute (MICI), which was created to increase the awareness and participation of all students, including underrepresented and underserved students, in NASA technical challenges.

Strategic Activity	Timeframe	Driver/Contact Info	Performance Outcomes
1. The MICI is a virtual training ground that will feature virtual conferences with live video presentations, PowerPoint presentations, Q&A sessions, chat/networking lounges, a discussion board, exhibit booths, and the ability to view archived content. MICI will focus on a different technical contest each month.	FY 2011	Office of Education working with Center POCs and Broker/ Facilitators. Dr. Mabel Matthews Mabel.j.matthews@nasa.gov	Availability of demographic data on AAPI participation, including their home institution and academic major.
2. A Strategic awareness and marketing strategy will be developed and implemented for institutions with high enrollments of AAPI students.	FY 2012	Office of Education at Kennedy Space Center working with Florida A&M University. Theresa Martinez Theresa.c.martinez@nasa.gov	Data on the number, demographic data, and institutions of all participants in the virtual conferences and those that subsequently participate in NASA technical challenges.

Total Population Served	Total AAPIs Served	Percent of Total and AAPIs Served	Funding
Approximately 150 institutions and 1,000 total students served.	New Office of Education Performance Measurement (OEPM) system will allow us to document the number of AAPIs served by September 30, 2011.	Undetermined	$345,850.

Objective 2.3: By September 30, 2011, promote the availability of NASA content to the Western Association of Schools and Colleges whose membership includes a significant number of AAPI educators. Offer distance learning programs through the NASA Digital Learning Network™ through its website: dln.nasa.gov

Strategic Activity	Timeframe	Driver/Contact Info	Performance Outcomes
1. Attend and present at the annual conference of the Western Association of Schools and Colleges whose membership includes a significant number of targeted educators. Provide an overview of the DLN modules	FY 2011	Office of Education Dr. Robert M. Starr NASA LEQRN Project Manager Robert.m.starr@nasa.gov	Conference presentation

and provide assistance in registration, scheduling, and technical requirements.			
2. Deliver at least 5 Digital Learning Network events to educators and their students, including those from the AAPI community.	FY 2011	Office of Education Dr. Robert M. Starr NASA LEQRN Project Manager Robert.m.starr@nasa.gov	a. Number of Event registrants b. Number of Event Confirmations c. Number of Events Delivered d. Follow up discussions

Total Population Served	Total AAPIs Served	Percent of Total and AAPIs Served	Funding
125 Interactive students and their teachers. (A conservative estimate – there may be more participants who view the event via webcasting).	Undetermined	Undetermined	$1.95 million

Goal 3: Improve Outreach on NASA Business Opportunities with AAPI within the Small Business Community

Objective 3.1: By the end of FY 2011, increase conference participation for Small Business and Small and Disadvantaged Business organizations with special outreach to the AAPI community.

Strategic Activity	Timeframe	Driver/Contact Info	Performance Outcomes
1. MEDWeek (National Council of Asian American Business Associations/Minority Business Development Association)	August 27, 2010	Office of Small Business Programs Venice Harris (202) 482-1617	a. Continue participation at this event. b. Ensure interaction with Nat'l Council of Asian American Bus. Associations.
2. US Pan Asian American Chamber of Commerce Celebration Conference	3rd Qtr. FY2011	Office of Small Business Programs Donna Wong (202) 298-5221	a. Participate in this event for first time. b. Increase interface with AAPI community.
3. National Council of Asian American Business Associations – Stimulating Change Roundtable	3rd Qtr. FY 2011	Office of Small Business Programs Christine Chen (703) 593-0000	a. Attend event for first time. b. Increase interface with AAPI community.

Total Population Served	Total AAPIs Served	Percent of Total and AAPIs Served	Funding
These are external events and attendance figures are not available. The Dynamic Small Business Search does not track Asian owned businesses as a separate category.	Not available	Not available	The events listed above are local (DC area) and costs to attend would entail local travel and shipping. Total funding required would likely not exceed $1,000.

<u>Objective 3.2</u>: By the end of FY 2011, improve online guidance and facilitate information sharing specific to the AAPI small business community.

Strategic Activity	Timeframe	Driver/Contact Info	Performance Outcomes
Create item/link on the Agency's Office of Small Business Programs (OSMP) Website for AAPI small business community.	2nd Qtr. FY 2011	Office of Small Business Programs Truphelia Parker (202) 358-1820	Advise AAPI-owned small businesses on opportunities and events.

Total Population Served	Total AAPIs Served	Percent of Total and AAPIs Served	Funding
A total of 749 businesses are currently registered on NASA's Vendor Database. This number is expected to grow.	Of the 749 businesses registered, 233 are Small Disadvantaged Businesses*	Of the total 749 businesses registered, 31.1% are Small Disadvantaged Businesses.*	No special funding required; activity is handled internally.

*Of total population served, 233 are small disadvantaged businesses, which include AAPI-owned businesses. Separate data on AAPI-owned businesses is not available.

<u>Pod for Progress II: Civil Rights</u>

Ensure AAPIs have equal access to government programs and services, expand language access, and increase enforcement efforts to combat discrimination.

Goal 4: Better ensure meaningful access for AAPIs to programs and activities receiving NASA financial assistance.

Description: Executive Order 13515 specifically calls on agencies to "identify Federal programs in which AAPIs may be underserved and improve the quality of life for AAPIs through increased participation in these programs;" and to "increase public-sector, private-sector, and community involvement in improving the health, environment, opportunity, and well-being of AAPIs." NASA's regulations under Title VI of the Civil Rights Act of 1964, which prohibits discrimination based on race, color, or national origin (including limited English proficiency, or LEP), obligate the Agency to conduct civil rights compliance reviews of its grant recipient institutions to ensure that grantees are not discriminating on these bases and are providing equal opportunities. NASA grantees include universities and colleges, museums, science centers, and research institutes to name a few. These grantees are spread across the country, some of them in areas serving high AAPI populations such as Northern California and the Maryland and Virginia suburbs of Washington, D.C.

The prohibition against national origin discrimination under Title VI was reinforced by Executive Order 13166, "Improving Access to Services for Persons with Limited English Proficiency," which directed Federal agencies extending financial assistance subject to Title VI, to clarify Agency grantees' obligations regarding LEP. NASA published Title VI LEP Guidance to Grant Recipients emphasizing that in order to avoid discrimination against LEP persons on the grounds of national origin, grantees must take adequate steps to ensure that LEP persons can effectively participate in and benefit from the grantee's programs and activities.

Therefore, consistent with the NASA Title VI implementing regulations and LEP requirements and guidance, NASA conducts a fully-realized program of Title VI-LEP compliance reviews to ensure that national origin minorities, including AAPIs are not discriminated against in NASA funded programs, especially those serving the public. The Agency also evaluates the extent to which the programs are taking steps to ensure LEP persons have meaningful access. Where NASA finds that a grantee is not in compliance with Title VI or LEP requirements, for example, failing to take appropriate steps to ensure meaningful access to LEP persons, the Agency works to bring the grantee into voluntary compliance. This means undertaking efforts to better serve the LEP population served by the grantee, which may include AAPI populations.

Objective 4.1: By the end of FY 2012, conduct at least one civil rights compliance review under Title VI-LEP at a NASA grant recipient institution located in an area with a large AAPI population, with appropriate findings and recommendations to ensure meaningful access to LEP AAPI populations.

Strategic Activity	Timeframe	Driver/Contact Info	Performance Outcomes
1. Identify a NASA grantee that serves a largely AAPI population.	FY 2011	ODEO, NASA grantee under review Robert Cosgrove Robert.cosgrove@nasa.gov	A thorough analysis using Census data and other available information of the AAPI population(s) served by the grantee, including the proportion and frequency of use by AAPIs.
2. Conduct a civil rights compliance review of that grantee.	FY 2012	ODEO, NASA grantee under review Robert Cosgrove Robert.cosgrove@nasa.gov	a. A civil rights compliance report to bring the grantee into voluntary compliance or strengthen existing compliance through appropriate findings and recommendations. b. LEP AAPIs served by that grantee have meaningful access to the grantee's programs and activities, e.g., print materials and Web site information published in AAPI languages.

Total Population Served	Total AAPIs Served	Percent of Total and AAPIs Served	Funding
600 NASA Grant Recipients	Undetermined[2]	Undetermined	$60,000.

Objective 4.2: By the end of FY 2012, revise the Agency's "Assurance of Compliance" form signed by applicants for NASA grant awards to require, at a minimum, that grant recipient institutions maintain data on AAPIs and other populations and be prepared to share this data upon request.

Strategic Activity	Timeframe	Driver/Contact Info	Performance Outcomes
1. Develop additional information to be collected in the Assurance of Compliance Form	FY 2011	ODEO, Procurement, OGC David Chambers David.r.chambers@nasa.gov	Identify additional data to be requested of grant applicants, to allow civil rights compliance assessment prior to awarding of grants.
2. Coordinate with strategic partners within NASA to receive OMB approval on changes to Assurance of	FY 2012	ODEO, NASA Office of Procurement, Office of the Chief Information Officer, OMB	a. Receive approval from OMB for the new form by close of FY 11. b. Grantees, including educational institutions and entities serving the public,

[2] NASA has some 600 grant recipient institutions across the country. These include university and college STEM programs, museums, planetariums, science centers, health care facilities, and research consortiums, among others. The beneficiaries of these programs, i.e., the population served, therefore includes college students, museum patrons, and patients, to name a few. Many of our grant recipients do not maintain data on the populations they serve by race/national origin. Therefore, NASA is not able to estimate at this time, with any degree of accuracy, the AAPI populations being served.

Compliance Form		David.r.chambers@nasa.gov	maintain and can utilize data on the populations being served, including AAPIs.

Total Population Served	Total AAPIs Served	Percent of Total and AAPIs Served	Funding
Undetermined	Undetermined	Undetermined	Undetermined

NASA AAPI Action Plan

Appendix

List of Acronyms

AAPI:	Asian American and Pacific Islander
APAAC:	Asian Pacific American Advisory Committee
AST:	Aerospace Technology
BPR:	Baseline Performance Reviews
CIE:	Chinese Institute of Engineers
CLF:	Civilian Labor Force
EEO:	Equal Employment Opportunity
EEOC:	Equal Employment Opportunity Commission
ERB:	Executive Resources Group
FIRST:	Foundation of Influence, Relationships, Success, and Teamwork
HPPG:	High Performance Program Goals
LAP:	Language Assistance Plan
LDP:	Leadership Development Program
LEP:	Limited English Proficiency
EEOC MD 715:	Equal Employment Opportunity Commission Management Directive 715
NPOESS:	National Polar-orbiting Operational Environmental Satellite System
OEPM:	Office of Education Performance Measurement
ODEO:	Office of Diversity and Equal Opportunity
OGC:	Office of the General Counsel
OHCM:	Office of Human Capital Management
OMB:	Office of Management and Budget
OSMP:	Office of Small Business Programs
OSSI:	One Stop Shopping Initiative
PISA:	Program for International Student Assessment
RCLF:	Relevant Civilian Labor Force
SCEP:	Student Career Experience Program
S&E:	Science and Engineering
SEP:	Special Emphasis Program
SES:	Senior Executive Service
SESCDP:	Senior Executive Service Candidate Development Program
SL:	Senior-Level
ST:	Scientific or Professional
STEM:	Science, Technology, Engineering, and Mathematics
TIMSS:	Trends in International Mathematics and Science Study